



Where individuals flourish

RELIGIOUS EDUCATION POLICY

*"I have set you an example that you should do as I
have done."*

John 13:15

Policy Last Updated	November 2019
Original Policy Author	Emma Edgar
Reviewed and Agreed By Staff and Governors	November 2019
Next Review Due	November 2020
Head of School	Emma Barrick
Chair Of Governors	Eric Appleton

Our Mission and Vision Statements

Loxley C of E Community Primary School Mission Statement

- To provide a safe, happy, inclusive, deeply Christian learning environment that nurtures the preciousness of each child as an individual
- To empower all children to fulfil the unique potential of their creation: emotionally, academically, physically, socially and spiritually
- To provide our pupils with memorable lessons and experiences that ignite curiosity about our wondrous world, inspire ambition to protect its beauty, and foster in them a lifelong love of learning

Loxley C of E Community Primary School Vision

Our Vision at Loxley C of E Community Primary School is rooted in Jesus' teachings from *'The Parable of Christ the Sower'*:

We will provide the good ground for our children to flourish into confident young learners who embody Christian values and possess all the knowledge, skills, and growth mind-set they need in order to lead happy, fruitful lives and to have a positive impact on their communities and the wider world.

Introduction

At Loxley C of E Primary School we recognise that Religious Education is an important part of the school curriculum which can provide opportunities for every pupil's spiritual, moral, social and cultural development.

Legal Requirements

Religious Education is provided for all pupils as part of the basic curriculum and alongside the National Curriculum. We follow the Coventry and Warwickshire agreed syllabus for Religious Education. Religious Education offered at this school is determined by the Governors.

The requirement for a locally determined Religious Education Agreed Syllabus appears in the 1944 Education Act and is re-defined in the 1988 Education Reform Act with the establishment of a Standing Advisory Council for Religious Education (SACRE) in each Local Authority. Each SACRE is a statutory body that also becomes the Agreed Syllabus Conference (ASC) which should be convened every five years to determine the programme for RE in its schools.

The arrangements for the teaching of Religious Education at church schools are made by the governing body in consultation with the Head Teacher.

It is also the duty of the governing body of church schools to ensure that the teaching of Religious Education is consistent with the purpose of the school, in accordance with the school's trust deed (and reflects the traditions of the Church of England). Foundation governors have a particular responsibility to uphold this requirement.

Teachers have the right to withdraw from the teaching of Religious Education. However, we believe that Religious Education is an important part of the ethos of our schools which teachers must be willing and able to uphold. Teachers not teaching Religious Education

would send a negative image to children about its importance.

The right of all parents to withdraw their children from Religious Education lessons, providing they have notified the Head Teacher of their desire to do so should be noted. This right should be clearly communicated to parents where appropriate. If a child is withdrawn, the school is required to provide a safe alternative. This does not mean that the children will be in any way exempt from the Christian ethos of church schools which underpins the whole of school life. Parents are made fully aware of this when they enrol their children.

Aims

Religious Education is an important element in the rich, broad and balanced curriculum we aim to provide at Loxley C of E Primary School. Through our Religious Education curriculum we provide opportunities to develop children's knowledge and understanding of world religions and reflect on the challenging questions that it provokes.

The aims of religious education are:

- To develop children's knowledge and understanding of Christianity and other religions and consider how religious beliefs can impact lives
- To learn about Christianity using the 'Understanding Christianity' scheme and concepts
- To develop children spiritually, morally, culturally and socially by helping them to reflect upon personal feelings, responses and relationships
- To encourage children to ask, and reflect upon, challenging and 'big' questions
- To provide opportunities for personal reflection where children can explore their own beliefs (not necessarily religious)
- To encourage children to appreciate and respect the many different cultures living together in modern society
- To have knowledge and understanding of a range of Christian stories from the Bible
- To respect the beliefs of others which differ from their own

These aims will be developed through three key areas:

Believing - Religious beliefs, teachings, sources; questions about meaning, purpose and truth.

Living - Religious and spiritual forms of expression; questions about identity and diversity.

Expressing - Religious practices and ways of living; questions about values and commitments.

The contribution Religious Education makes to other curriculum aims

The teaching of Religious Education at Loxley C of E Primary School contributes to other curriculum aims in particular to SMSC, promotion of the schools Christian values and the promotion of 'British Values'.

Spiritual, moral, social and cultural development.

SMSC prepares pupils for the opportunities, responsibilities and experiences of later life. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in Religious Education within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

The school's Christian values

Religious Education at Loxley C of E Primary School contributes to the promotion of the school's distinctively Christian values. Making connections between the values and learning in Religious Education will bring about greater understanding of the values and how they can be put into practice across a range of experiences.

Respect for All & Global Learning

Religious Education makes an important contribution to a school's responsibility to promote respect for all & global learning. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism, discrimination & extremism.

The school community – Religious Education provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

The community within which the school is located – Religious Education provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area in particular local churches.

The UK community – a major focus of Religious Education is the study of diversity of religion and belief in the UK and how this influences national life.

The global community – Religious Education involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

The promotion of 'British Values'

Religious Education provides opportunities to promote the 'British Values' of democracy, the rule of law, individual liberty & mutual respect.

Coventry and Warwickshire Agreed Syllabus for the Religious Education

The Religious Education Agreed Syllabus will enable pupils at Loxley C of E Primary School to explore Buddhism, Hinduism, Islam, Judaism and Sikhism, as well as Christianity. It also encourages the consideration of secular world views. The table below sets out SACRE's expectation of what should be taught to pupils across Coventry and Warwickshire.

Key Stage	Age	Content
Reception Early Years	4-5	Pupils will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.
Key Stage 1	5-7	Pupils will gain an understanding of all the six principal religions and recognise that many people hold secular (non-religious) views. Particular focus should be given to Christianity and two other religions chosen from Buddhism, Hinduism, Islam, Judaism and Sikhism. Pupils should develop an understanding of the role of religion in encouraging forgiveness, bridge-building and reconciliation.
Key Stage 2	7-11	Pupils will develop a deeper understanding of all the six principal religions and appreciate that many people hold secular (non-religious) views. All six religions should be studied in this Key Stage but schools may choose to place greater emphasis on some, according to the school community and work in the previous key stage. Pupils might also look at religious groups and individuals who work to foster good moral behaviour and what it means to be 'good'. There is also scope to explore the work of religious groups that encourage peace and forgiveness, and the role of Coventry Cathedral.

Teaching and learning methods

The planning and implementation of Religious Education lessons is the responsibility of the class teachers, with guidance from the Religious Education coordinator. High quality learning experiences in Religious Education are designed and provided by careful planning based on the Coventry and Warwickshire Agreed Syllabus for Religious Education. Loxley C of E Primary School plans Religious Education on a 2 or 3 year cycle of units to provide consistency and to ensure coverage as the children move through the school. Teachers adapt and supplement the schemes of work as appropriate for their class.

At Loxley C of E Primary School we ensure the teaching of Religious Education is engaging and inspiring. Teachers will use a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and allow the children periods of reflection. Where possible children will have the opportunity to develop their understanding of other world faiths through visits to local places of worship or visits from members of local faith communities.

Assessment of Religious Education

At the end of each unit of work, teachers will assess the children based on their work and contributions during class activities. Attainment of the children will be recorded on the class Religious Education assessment sheet. Children will be judged on the learning outcomes to be either emerging, expecting or exceeding the expected standard.

Monitoring and Evaluating Religious Education

The monitoring and evaluation of Religious Education should be included in the long-term review as part of the on-going monitoring and evaluating process for school improvement. The Religious Education coordinator will monitor Religious Education within the school through analysis of this assessment data, work sampling and pupil interviews. This information will feed into the SIAMS school self - evaluation form.